October - Lesson Plan Grades 2-3

PHYSICAL ACTIVITY



Objectives

Be motivated to walk to school.

Learn the importance of walking to school safety.

Supplies Needed

October Pick a **better** snack™ & **ACT** bingo card

Web Site Resources

Background

Being physically active is important for good health. It is recommended that children get 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity, it can be done all at once, or spread over the day.

Every October the U.S.A celebrates Walk to School Day. For more information go to www.walktoschool.org.

Why promote walking and biking to school?

- To enhance the health of kids, increased physical activity can combat a host of health problems facing kids today.
- To improve air quality and the environment replacing car trips to school with walking or bicycling can help reduce air pollution.
- To create safer routes for walking and bicycling, sidewalks, education programs and traffic calming measures are some of the ways to improve conditions.

www.walktoschool.org www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

Do the Activity:

Take a walk around the perimeter of the school to "set the stage."

Discuss with students how they got to school.

- Ask how many children walked to school.
- Ask how many children biked.
- Ask how many children rode the bus.
- Ask how many children carpooled define a carpool as two or more families where parents share driving.
- Ask how many children came alone or with siblings in a car.
- Ask how many children came some other way (i.e. skateboard or scooter).

Discuss the history of transportation (the world before cars),

PHYSICAL ACTIVITY

such as cave men and women walking everywhere, horses, wagons, etc. When you (the teacher) where younger how did you go to school? By foot or bike?

Talk It Over:

What would be great about walking to school? (Children are able to be active. They don't have to use the car and burn fuel, create pollution, etc.)

Do any teachers live near enough to the school to walk?

Those who didn't walk or bike to school, why not? Would it be feasible? Could they walk with friends, neighbors, etc.?

Where are places that children could walk besides to school? *To the store, library, playground, etc.*

When walking, it is important to be safe. What are some safety tips?

- When you walk, run, rollerblade, skateboard, or ride a bike or scooter stop at the curb or edge of the street before you cross.
- Look left, look right, and look left again, turning your head to see over your shoulder, before you step into the street or cross to the other side.
- Step into the street only if you do not see any moving cars.
- Walk on the sidewalk or a walking path. When there is no sidewalk, always walk facing traffic.
- Cross at corners and crosswalks whenever possible.

Apply:

Ask the students:

What are some activities you could do in October outdoors with your friends?

What are some activities you could do with your family?

What are the activities on the October bingo card?

Ride Dribble Gather Leaves Stretch Kick Hike a Trail Walk Skate Play Rake

Discuss the activities with the students. Are there any activities that may be more challenging than others to do? What are some simple solutions for this? Remind students to be creative with the bingo card. For example, they can dribble any item a basketball, a soccer ball, a four-square ball, etc. Or they could "rake" up "leaves" in their kitchen with a broom.





October - Lesson Plan Grades 2-3

THE COLOR WAY



Objectives

Learn that fruits and vegetables come in a variety of forms and colors.

Learn about the different sections of the supermarket.

Supplies Needed

October
Pick a **better** snack™ & **ACT**bingo card

School lunch menu

Crayons

"Rainbow Shopping" worksheet

Background

Review resources at http://www.idph.state.ia.us/pickabettersnack/the_color_way.asp

Eating fruits and vegetables along with an overall healthy diet can reduce the risk of some chronic diseases. It is important to choose a variety of fruits and vegetables each day and include fruits and vegetables from each of the five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients.

Different forms: In the fruit group, consumption of whole fruits (fresh, frozen, canned and dried) rather than fruit juice for the majority of the total daily amount is suggested for adequate fiber intake. In the vegetable group, vegetables may be eaten raw or cooked; fresh, frozen, canned or dried/dehydrated.

Variety of colors: MyPyramid uses different colors to identify food groups. Within the fruit and vegetable groups, color is also important. Dark green and orange vegetables are particularly nutritious, for example. Pick a **better** snack[™] the Color Way focuses on the variety of color within the fruit and vegetable food groups. For young children, the Pick a **better** snack[™] the Color Way messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety by choosing different colors each day.

For older children, it may be appropriate to begin talking about the five sub-categories of vegetables: dark green, orange, dry beans and peas, starchy, and others. Information can be found at www.MyPyramid.gov. The new USDA Food Guide, MyPyramid, uses a personalized approach based on individual calorie needs to determine the amount of fruits and vegetables to eat daily. Recommendations are given in cups rather than servings. More information on MyPyramid will be shared in the December through February lessons.

Activities for this lesson were selected from "There's a Rainbow on My Plate" developed by Produce for Better Health Foundation.

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.5aday.com/pdfs/kids/rainbow_on_plate/coloring_book.pdf

THE COLOR WAY

Do the Activity: Rainbow Shopping 2nd Grade

Introduce the activity by informing students that they are going to take a food shopping trip on their worksheets today. (Or, copy the worksheet on a transparency for a class project.)

As a class project, have each student come to the overhead and put a check in the box of the different forms of fruit and vegetables listed. Add other fruit and vegetables so each student gets to make a selection. Fresh – all produce; Juice – pineapple, grapes, prune; Frozen – pineapple, peas, corn, potatoes; Canned – all produce; Dried – pineapple, grapes, peas, plums (prunes)

3rd Grade

Look at the school lunch menu for the week. After eating lunch, have the students tell whether the fruit and vegetable items are canned, fresh, frozen, or dried (may need to ask the School Food Service Director). Collect this data on a table for 2 weeks. Which form of fruit and vegetable was offered the most? The least?

Talk It Over:

Ask students to share their favorite canned, frozen, fresh and dried fruit or vegetable.

Apply:

Look at the school lunch menu for the week. Have the students name the color groups where the menu items fit.

Distribute Pick a **better** snack[™] & **ACT** bingo cards. Discuss with the students that the bingo cards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help them stay healthy.

Have the students raise their hands if they have eaten any of the fruit and vegetables pictured on the bingo cards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the bingo cards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding picture on the bingo card. When they have completed a row, either across, up and down or diagonally, they achieve a bingo.





Extend the Activity



Art, Music & PE

Look at still life photographs or paintings using fruits and vegetables as "models." Check with your school media specialist for recommended resources.



Language Arts & Reading

A student places a mystery fruit or vegetable in a box, closes the lid and creates a list of adjectives to describe what's inside. The other students try to guess what it could be.



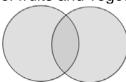
Math

Compare the Nutrition Labels on the same vegetable or fruit. Look at fresh, canned, frozen and/or dried. Use appropriate math terms such as less than, equal to and greater than as you look at the different nutrient values.



Science & Health

Using a Venn Diagram, examine the different/similar qualities of fruits and vegetables.





Social Studies

Investigate which states grow the students' favorite fruit or vegetable.



THE COLOR WAY



Rainbow Shopping

You can buy many fruits and vegetables in different forms. They come fresh, frozen, as juices, canned and even dried. They can be found in different places in the supermarket. In the chart check (\checkmark) the different forms in which you might find the fruits and vegetables listed.

	Fresh	Juice	Frozen	Canned	Dried
Pineapple					
Grapes					
Peas					
Corn					
Plyms					
Potatoes					

Adapted from 5 A Day Activity 2 - Rainbow Shopping, http://www.5aday.com/html/educators/activities.php





THE COLOR WAY



School Lunch Fruit and Vegetable Recording

Week 1	Fresh	Juice	Frozen	Canned	Dried
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Week 2	Fresh	Juice	Frozen	Canned	Dried
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate, http://www.5aday.com/html/educators/activities.php



